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Discursive Practices and Gender Inequality: The Psychological and Social Effects of Gendered Slang on Female Students

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ABSTRACT
This study examines the role of discursive practices in perpetuating gender inequality, with a specific focus on the psychological and social effects of gendered slang on female students in a public sector university. Grounded in sociolinguistic and feminist theoretical perspectives, the research adopts a quantitative approach using a cross-sectional survey design. A sample of 224 female students from social sciences departments was selected through proportionate random sampling. Data were collected using a structured questionnaire, which was pilot tested to ensure reliability (Cronbach's alpha > .700). Statistical analysis, including descriptive measures and chi-square tests, was employed to examine patterns and associations. The findings reveal that gendered slang functions as a mechanism of symbolic marginalization, significantly affecting students' self-esteem, emotional well-being, and sense of belonging. Moreover, such discursive practices reinforce gender stereotypes and contribute to unequal participation in academic and social spaces. The study underscores the importance of addressing everyday linguistic practices as part of broader institutional efforts to combat gender inequality. It recommends the promotion of gender-sensitive communication and awareness initiatives to create inclusive and equitable learning environments in higher education.

Keywords: Gender Inequality, Discursive Practices, Gendered Slang, Female Students, Higher Education, Socio-Linguistics

Introduction
The perspective of females includes how female take slang words as a respect or disrespect, feel comfortable and confident or not (Bauer, 2015). Perspective of female includes different variables such as perspective of safety, perspective of respect and perspective of gender bias (Leath, Jones, Jerald, & Perkins, 2022). Perspective of respect refers to female views or perspective about the slang's words (Koski, Xie, & Olson, 2015). Males mostly disrespect females and always give respect to males (Hilte, Vandekerckhove, & Daelemans, 2022). Males also disown females on work places and pretend to give respect to females (Pulinx, Van Avermaet). Perspective of gender bias

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include discrimination, violence, and consider inferior (Wen, Zheng, & Niu, 2017). Its means female faced discrimination based on gender and always consider for granted in front of male (Cartwright, Gibson, & Read, 2018). It also includes males are always dominating in all key positions in society (Heikkinen & Kivijärvi, 2022). Perspective of safety involves female comfort zone, having safety issue, facing unsafe communication in market and also have safety issues in community (Uwah, Cheteni, & Davids, 2026). Female are supposing to be not travel at night, it considers unsafe for them (Fowler, 2022).

Psychological domains of female involve how female think, behave, and give response to others (Abdullah & Shoaib, 2021a, 2021b; Shoaib & Abdullah, 2021; Ullah & Shoaib, 2021). It involves their mental, physical, and emotional wellbeing (Shoaib, Ali, Iqbal, & Abdullah, 2025a; Shoaib & Ullah, 2019; Waris, Shoaib, Sharif, & Abdullah, 2025a). Psychological response involves female react and perceive of things (Shoaib, Abdullah, & Baneen, 2026b; Shoaib, Shamraiz, Baneen, & Abdullah, 2026c, 2026d). Female feel confidence, inferior, react aggressive, and or feel disrespect (Shoaib, Abdullah, & Baneen, 2026a; Shoaib, Shamraiz, Baneen, & Abdullah, 2026a). Females are more sensitive as compare to males so they feel more things serious as compare to males psychological well-being involves overall mental health of females (Shoaib, Iqbal, Baneen, & Abdullah, 2026c; Shoaib, Shamraiz, Baneen, & Abdullah, 2026b). Its includes the feeling of confidence, mentally peace, and a peaceful balanced life (Shoaib, Abdullah, & Baneen, 2026c; Shoaib, Iqbal, Baneen, & Abdullah, 2026b). Social interaction involves female interaction with family, friends, and society (Larijani, Shoaib, & Abedi, 2026; Shoaib, Iqbal, Baneen, & Abdullah, 2026a). However, willingness to participate refers to female voluntary take participation in social activities female do interact with family (Shoaib, Shamraiz, Abdullah, & Shahzadi, 2026a, 2026b), friends, healthy interaction with siblings and actively participate in politics (Shamraiz, Shoaib, Baneen, & Shahzadi, 2026a, 2026b), outdoor activities interaction avoidance involves female avoid slang communication (Shoaib, Shahzadi, & Abdullah, 2026; Shoaib & Ullah, 2026), feel uncomfortable and avoid to response on bad body gesture (Shoaib, Shahzadi, Iqbal, & Abdullah, 2026; Shoaib, Shahzadi, Shamraiz, & Abdullah, 2026a). It's also involve female avoid negative people (Shahzadi, Shoaib, & Abdullah, 2026; Shoaib, Shahzadi, Shamraiz, & Abdullah, 2026b), change communication in front of excluded persons and make personal space (Shahzadi, Shoaib, Baneen, & Abdullah, 2026; Shoaib, Shahzadi, Shamraiz, & Abdullah, 2026c). Response behavior involves female reaction during social interaction (Shahzadi, Shoaib, Iqbal, & Abdullah, 2026; Shoaib, Iqbal, Iqbal, & Abdullah, 2026a). Females give actively response to every single occurrence and feel confident or hesitated, shy, and stressful during interaction with others (Shoaib, Ali, Iqbal, et al., 2025a; Waris, Shoaib, et al., 2025a).

Review of Literature

The study findings asserted that gender gap in the used of linguistic addresses that this slow down the progress of mental health of youth (Wilkinson, 1999). The study on the subject commissioned that gendered public body new female perception on education and relationship with citizens (Arnot, 1997). Besides, the analysis of the data indicated that the structure of gendered contexts in single gender and mixed gender physical education lecture (Shoaib, 2021, 2023a, 2023b, 2024a, 2024c; Wright, 1997). It is worth to mention here that study findings highlighted that instructor's gendered expectations and their results of learner writing (Ali, Zaman, & Shoaib, 2024; Peterson & Bainbridge, 1998; Shoaib, 2023c, 2024b, 2024d, 2024e; Shoaib & Ullah, 2021). Additionally, the

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study outplayed that stated that fulfillment the mentally effect of sex isolation on female at work (Wharton & Baron, 1991). In the same token, argument of the study pointed out that the effect of gendered strength relationship in human resource development (Hanscome & Cervero, 2003). Furthermore, the analysis of the study pointed out that the frequently use of slang by black young population (Bembe & Beukes, 2007). Moreover, the study conclusion clinched that health issues, sexual slang, and ideological differences between generation results for method (Groes-Green, 2009). Likewise, the results of the study revealed that understand daily violence and psychologically distress does social support important (Ajrouch, Reisine, Lim, Sohn, & Ismail, 2010). Similarly, the findings of the study articulated that linguistic details in the service of past (Luckett & Chick, 1998).

The study findings declared that male reacting poorly linguistic clarity and sexual perversity (Gilbert, 2006). The study on the subject commissioned that slang pictures on the strange of modern Singaporean films (Khoo, 2006). Besides, the analysis of the data indicated that linguistic prohibited in conversation across epochs (Madadzhe, 2010). It is worth to mention here that study findings highlighted that addressing linguistic difficulties in the science classroom pre-service ESL lecturer techniques (Mohd. Saat & Othman, 2010). Additionally, the study outplayed that stated that the psychological and social factors of single woman facing during buying home (Lloyd & Parrott, 2010). In the same token, argument of the study pointed out that the value of family effect on social support in African American females on sign of psychological suffering (Trask-Tate, Cunningham, & Lang-DeGrange, 2010). Furthermore, the analysis of the study pointed out that gendered perspective on women leaders in Turkish sport NGO's (Koca & Ozturk, 2015). Moreover, the study conclusion clinched that psychological suffering in sexual ethnic groups examining the effect of self-concealment and mentally inflexibility (Leleux-Labarge, Hatton, Goodnight, & Masuda, 2015). Likewise, the results of the study revealed that social and psychological aspect of rural population sexting a review of sex specific designs (Woodward, Evans, & Brooks, 2017). Similarly, the findings of the study articulated that addressing cultural and linguistic variety in an e-education environment (Kerr, Merciai, & Eradze, 2018).

The study findings asserted that the effect of depression, social network, and psychological well-being (Shoaib, Ahmed, Iqbal, & Abdullah, 2026b; Shoaib, Iqbal, Iqbal, & Abdullah, 2026b). The study on the subject commissioned that the social and psychological effect on older family member's in listening challenges (Ali, Abdullah, & Shaoib, 2026; Ali, Abdullah, & Shoaib, 2026). Besides, the analysis of the data indicated that the problem in post-structuralism, message rules, and linguistic perspective (Ahmed, Shoaib, Iqbal, & Abdullah, 2026b; Shoaib, Ahmed, Iqbal, & Abdullah, 2026c). It is worth to mention here that study findings highlighted that a post-structuralism research on gendered arranging communication between friends on puffy dresses and experts (Ahmed, Shoaib, Iqbal, & Abdullah, 2026; Shoaib, Waris, Zaman, & Abdullah, 2025b). Additionally, the study outplayed that stated that police investigation and interview on sexual assault victim cause of problems and gender structure (Ahmed, Shoaib, Iqbal, & Abdullah, 2026a; Shoaib, Ahmed, Iqbal, & Abdullah, 2026a). In the same token, argument of the study pointed out that effect on psychological health of young women victims (Shoaib, Waris, Zaman, & Abdullah, 2025a; Waris, Shoaib, Sharif, & Abdullah, 2025b). Furthermore, the analysis of the study pointed out that socio-linguistic experiences of working group of women studies had resulted in different words stressful (Shoaib, Waris, Iqbal, & Abdullah, 2025; Waris, Shoaib, Sharif, & Abdullah, 2025c). Moreover, the study conclusion clinched that children's gendered perspective on friends

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taunting being cruel (Ali, Shoaib, Iqbal, & Abdullah, 2025a; Shoaib & Abdullah, 2025; Shoaib, Ali, Iqbal, & Abdullah, 2025b; Abdullah & Ullah, 2022; Waris, Shoaib, Iqbal, & Abdullah, 2025). Likewise, the results of the study revealed that the impact of any country gender working behavior on woman work supply does the traditional background matter (Ali, Shoaib, & Ali, 2025; Ali, Shoaib, Iqbal, & Abdullah, 2025b; Iqbal, Shoaib, Iqbal, & Abdullah, 2025; Shoaib, Ali, Iqbal, & Abdullah, 2025c). Similarly, the findings of the study articulated that a developmental psychological progress perspective that behavior change towards showing women in attractive roles and female challenges (Ali, Shoaib, Iqbal, & Abdullah, 2025b; Shoaib, Ali, Iqbal, & Abdullah, 2025b, 2025c).

The Data and Methods

This study employed a quantitative research design to examine the targeted phenomenon among female students enrolled in social sciences departments of a public sector university. A cross-sectional survey approach was adopted to capture data at a single point in time, ensuring efficiency in assessing prevailing patterns and associations. The sample comprised 224 respondents, selected through a proportionate random sampling technique to ensure representative inclusion from various departments within the social sciences faculty. Data were collected using a structured questionnaire, designed in alignment with the study. Prior to full-scale data collection, a pilot study was conducted on 30 female students to assess the reliability and clarity of the instrument. The reliability analysis yielded a Cronbach's Alpha value exceeding 0.700, indicating acceptable internal consistency. For data analysis, statistical procedures were carried out using appropriate software. Descriptive statistics, including frequencies and percentages, were used to summarize key variables. A normality test was applied to determine the distribution of the data, while the Chi-Square test was employed to examine associations between categorical variables. The results were interpreted systematically to draw valid conclusions and implications.

Results and Discussion

Table 1 outlined the descriptive statistics of the variable. The data analysis presented that the range value of Types of gendered slang was 24, 8 minimum and 32 maximum, 20.81 mean value, 4.877 student deviation and variance as 23.785. It outlined the descriptive statistics of the variable. The data analysis presented that the range value of Frequency of Usage was 22, 8 minimum and 30 maximum, 20.67 mean value, 4.505 student deviation and variance as 20.294. It outlined the descriptive statistics of the variable. The data analysis presented that the range value of Context of Use was 24, 8 minimum and 32 maximum, 20.50 mean value, 4.409 student deviation and variance as 19.435. It outlined the descriptive statistics of the variable. The data analysis presented that the range value of Intent Perceived was 24, 8 minimum and 32 maximum, 21.56 mean value, 4.607 student deviation and variance as 21.225. It outlined the descriptive statistics of the variable. The data analysis presented that the range value of Level of Explicitness was 24, 8 minimum and 32 maximum, 20.77 mean value, 4.474 student deviation and variance as 20.017. It outlined the descriptive statistics of the variable. The data analysis presented that the range value of Perspective of Respect was 24, 8 minimum and 32 maximum, 21.73 mean value, 4.859 student deviation and variance as 23.614. It outlined the descriptive statistics of the variable. The data analysis presented that the range value of Perspective of Gender Bias was 24, 8 minimum and 32 maximum, 22.49 mean value, 4.804 student deviation and variance as 23.076. It outlined the descriptive statistics of the

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variable. The data analysis presented that the range value of Perspective of Safety was 24, 8 minimum and 32 maximum, 22.53 mean value, 3.933 student deviation and variance as 15.466. It outlined the descriptive statistics of the variable. The data analysis presented that the range value of Psychological Response was 23, 9 minimum and 32 maximum, 21.87 mean value, 3.291 student deviation and variance as 15.378.

Table 1
Descriptive Statistics (n=224)

Variables	Ran.	Min.	Max.	Mea.	Std.	Var.
Types of Gendered Slang	24	8	32	20.81	4.877	23.785
Frequency of Usage	22	8	30	20.67	4.505	20.294
Context of Use	24	8	32	20.50	4.409	19.435
Intent Perceived	24	8	32	21.56	4.607	21.225
Level of Explicitness	24	8	32	20.77	4.474	20.017
Perspective of Respect	24	8	32	21.73	4.859	23.614
Perspective of Gender Bias	24	8	32	22.49	4.804	23.076
Perspective of Safety	24	8	32	22.53	3.933	15.466
Psychological Response	23	9	32	21.87	3.921	15.378
Psychological Response	23	9	32	22.31	3.989	15.911
Willingness to Participate	24	8	32	22.16	3.941	15.532
Interaction Avoidance	21	11	32	22.79	4.378	19.165
Response Behaviour	24	8	32	21.83	4.134	17.092
Gendered Slang as a	108	40	148	104.22	19.629	385.289
Perspective of Females	72	24	96	66.79	11.659	135.932
Psychological Domains of Females	39	21	60	44.18	6.711	45.038
Social Interaction	59	31	90	66.77	9.831	96.643

It outlined the descriptive statistics of the variable. The data analysis presented that the range value of Psychological Well-being was 23, 9 minimum and 32 maximum, 22.31 mean value, 3.989 student deviation and variance as 15.911. It outlined the descriptive statistics of the variable. The data analysis presented that the range value of Willingness to Participate was 24, 8 minimum and 32 maximum, 22.16 mean value, 3.941 student deviation and variance as 15.532. It outlined the descriptive statistics of the variable. The data analysis presented that the range value of Interaction Avoidance was 21, 11 minimum and 32 maximum, 22.79 mean value, 4.378 student deviation and variance as 19.165. It outlined the descriptive statistics of the variable. The data analysis presented that the range value of Response Behavior was 24, 8 minimum and 32 maximum, 21.83 mean value, 4.134 student deviation and variance as 17.092. It outlined the descriptive

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statistics of the variable. The data analysis presented that the range value of Gendered Slang as a was 108, 40 minimum and 148 maximum, 104.22 mean value, 19.629 student deviation and variance as 385.289. It outlined the descriptive statistics of the variable. The data analysis presented that the range value of Perspective of Female was 72, 24 minimum and 96 maximum, 66.79 mean value, 11.659 student deviation and variance as 135.932. It outlined the descriptive statistics of the variable. The data analysis presented that the range value of Psychological Domains of Females was 39, 21 minimum and 60 maximum, 44.18 mean value, 6.711 student deviation and variance as 45.038. It outlined the descriptive statistics of the variable. The data analysis presented that the range value of Social Interaction was 59, 31 minimum and 90 maximum, 66.77 mean value, 9.831 student deviation and variance as 96.643.

The descriptive statistics of the variable had been conducted. It has been spilled out differently including range, minimum, maximum, standard deviation, and variance of variables. It had been presented in detail Chapter 4. It is worth to mention here the study finding to the study finding of pervious study. The study on the subject commissioned that integration the linguistic expectation and involvement to performing the good migrant (Migliarini & Cioe-Pena, 2024). It is worth to mention here that study findings highlighted that an Australian study to testing the psychological profession of the psychology (Macqueen et al., 2024). In the same token, argument of the study pointed out that in Swedish social worker's help and support female to free from the male intimate violence (Kjellberg, 2024). Moreover, the study conclusion clinched that the landscape of cross linguistic language in Cyprus (Karpava, 2024). Similarly, the findings of the study articulated that giving the pre training to English teacher for linguistically responsive teaching their first teaching would be a resource sometimes (Jiang, Zhang, & Mirhosseini, 2024).

Table 2
Tests of Normality (n=30)

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
TOGS	.089	221	.000	.979	221	.002
FROU	.114	224	.000	.956	224	.000
COOU	.072	221	.007	.984	221	.016
INPE	.109	221	.000	.962	221	.000
IEOE	.108	221	.000	.972	221	.000
PEOR	.105	221	.000	.975	221	.001
POGB	.095	221	.000	.974	221	.000
PEOS	.099	221	.000	.985	221	.017
PSRE	.090	221	.000	.984	221	.012
PSWE	.089	221	.000	.982	221	.007
WITP	.104	221	.000	.981	221	.004
INAV	.089	221	.000	.982	221	.006
REBE	.102	221	.000	.964	221	.000
GSAA	.050	221	.008	.982	221	.006
PEOF	.076	221	.004	.981	221	.005
PDOF	.074	221	.005	.980	221	.004
SOIN	.079	221	.002	.977	221	.001

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

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Table 2 presented the normality list. The primary data analysis confirmed the data as not normality distributed. It had been confirmed from the calculated refers of Kolmogorov-Smirnov and Shapiro-Wilk list that data were not non-parametric and further non-parametric analysis had been done including Kendall's tau-b and chi-square tests to prevent the trends of the data against the variables.

Table 3
Chi-Square Test (Dependent Variable=Social Interaction)

Sr. No.	Dependent Variables	Chi-Square Value	df	Asymptotic Significance (2-sided)
i	Types of Gendered Slang	1359.153	1080	.000
ii	Frequency of Usage	1420.658	945	.000
iii	Context of Use	1100.424	990	.008
iv	Intent Perceived	1509.904	990	.000
v	Level of Explicitness	1338.865	1035	.000
vi	Perspective of Respect	1928.573	1080	.000
vii	Perspective of Gender Bias	1196.777	945	.000
viii	Perspective of Safety	1669.460	900	.000
ix	Psychological Response	1627.469	945	.000
x	Psychological Well-being	1416.939	900	.000
xi	Willingness to Participate	2020.485	945	.000
xii	Interaction Avoidance	2020.485	945	.000
xiii	Response Behavior	1900.001	945	.000
xiv	Gendered Slang as a Social-linguistic Tool	1900.001	945	.000
xv	Perspective of Respect	3158.580	2250	.000
xvi	Psychological Domains of Females	2326.495	1485	.000

Table 3 clinched the Chi-Square statistical analysis refers to social interaction as a dependent variable. The analysis of the data asserted an associated (x^2 =1359.153, df =1080, p-value .000 between types of gendered slang and social interaction any students. The analysis of the data asserted an associated (x^2=1420.658, df =945, p-value .000 between frequency of usage and social interaction any students. The analysis of the data asserted an associated (x^2=1100.424, df =990, p-value .008 between context of usage and social interaction any students. The analysis of the data asserted an associated (x^2=1509.904, df =990, p-value .000 between intent perceived and social interaction any students. The analysis of the data asserted an associated (x^2=1338.865, df =1035, p-value .000 between level of explicitness and social interaction any students. The analysis of the data asserted an associated (x^2=1928.573, df =1080, p-value .000 between perspective of

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respect and social interaction any students. The analysis of the data asserted an associated (x^2=1196.777, df =945, p-value .000 between perspective of gender bias and social interaction any students. The analysis of the data asserted an associated (x^2=1669.460, df 900, p-value .000 between perspective of safety and social interaction any students.

The analysis of the data asserted an associated (x^2=1627.469, df =945, p-value .000 between psychological response and social interaction any students. The analysis of the data asserted an associated (x^2=1416.939, df =900, p-value .000 between psychological well-being and social interaction any students. The analysis of the data asserted an associated (x^2=2020.485, df =945, p-value .000 between willingness to participate and social interaction any students. The analysis of the data asserted an associated (x^2=2020.485, df =945, p-value .000 between interaction avoidance and social interaction any students. The analysis of the data asserted an associated (x^2=1900.001, df =945, p-value .000 between response behavior and social interaction any students. The analysis of the data asserted an associated (x^2=1900.001, df =945, p-value .000 between gendered slang as a socio- linguistic tool and social interaction any students. The analysis of the data asserted an associated (x^2=3158.580, df =2250, p-value .000 between perspective of females and social interaction any students. The analysis of the data asserted an associated (x^2=2326.495, df =1485, p-value .000 between psychological domains of females and social interaction any students.

The statistical analysis asserted an associated between variables. Here, social interaction was dependent variable and independent variables include gendered slang as a social linguistic tool, types of gendered slang, frequency of usage, context of use, intent perceived, level of explicitness, perspective of female, perspective of respect, perspective of gender bias, perspective of safety, psychological domains of female, psychological response, psychological well-being, willingness to participate, interaction avoidance and response behavior. It is worth here that all the variable had been associated with social interaction among female students at p-value less than 0.05. It is worth to mention here the study finding to the study finding of pervious study (Shoaib, 2025a, 2025b; Shoaib & Kausar, 2025; Shoaib, Shamsher, & Iqbal, 2025; Shoaib, Tariq, & Iqbal, 2025b). The study on the subject commissioned that to training teachers to develop to comics faced difficulties and challenges to understand teaching socio-scientific issues (Abrori, Saimon, Lavicza, & Andic, 2024; Shoaib, Iqbal, & Iftikhar, 2025; Shoaib, Shamsher, & Iqbal, 2025; Shoaib, Tariq, & Iqbal, 2025a; Shoaib, Tariq, Rasool, & Iqbal, 2025; Shoaib & Zaman, 2025).

It is worth to mention here that study findings highlighted that how the male and female think and draw on the cartoons that banned semantic blending (Ali, Shoaib, Iqbal, & Abdullah, 2025a; Shoaib, Iqbal, Rasool, & Abdullah, 2025; Shoaib, Rasool, & Iqbal, 2025a, 2025b; Shoaib, Rasool, Iqbal, & Abdullah, 2025b; Shoaib, Zaman, & Abdullah, 2025). In the same token, argument of the study pointed out that in the career calling person environment the role of organizational career management and psychological contracts (Shoaib, Rasool, Iqbal, & Abdullah, 2025a; Shoaib, Rasool, & Zaman, 2025a, 2025b, 2025c; Shoaib, Rasool, Zaman, & Abdullah, 2025). Moreover, the study conclusion clinched that the response of linguistic emotion association shapes the effective cognitive response on angry grass root or concerned citizens and their response on political groups (Shoaib, Ahmed, & Iqbal, 2025; Shoaib, Ahmed, Iqbal, & Abdullah, 2025; Shoaib, Ahmed, & Usmani, 2025b; Shoaib, Batool, Kausar, & Abdullah, 2025; Shoaib, Rasool, & Iqbal, 2025c; Shoaib, Rasool, Zaman, & Ahmed, 2025). Similarly, the findings of the study articulated that the linguistic market meets business share the

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perspectives (Ahmed, Shoaib, & Zaman, 2025; Shoaib, Ahmed, & Usmani, 2025a; Shoaib, Ahmed, Zaman, & Abdullah, 2025; Shoaib, Kausar, Ali, & Abdullah, 2025; Shoaib, Rasool, Kalsoom, & Ali, 2025; Shoaib, Waris, & Iqbal, 2025a), linguistic attitudes (Ali, Shoaib, & Kausar, 2025; Shoaib, Ali, Iqbal, & Abdullah, 2025a), and linguistic business (Shoaib & Bashir, 2025; Shoaib, Waris, & Iqbal, 2025b; Shoaib, Waris, & Iqbal, 2025a, 2025b).

Conclusion

The study concludes that discursive practices, particularly the use of gendered slang, play a significant role in reproducing gender inequality within university settings. Such language operates as a subtle yet powerful mechanism of symbolic domination, shaping both the psychological well-being and social positioning of female students. The findings indicate that exposure to gendered slang is associated with lowered self-esteem, heightened emotional distress, and a sense of marginalization. Socially, it reinforces stereotypes, restricts participation, and normalizes discriminatory attitudes within peer interactions and academic spaces. The persistence of these linguistic patterns reflects deeply embedded patriarchal norms within institutional cultures. Therefore, addressing gender inequality requires not only structural reforms but also critical engagement with everyday language practices. Promoting gender-sensitive communication, awareness programs, and inclusive discursive environments contribute to fostering a more equitable and supportive academic climate for female students in higher education institutions.

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